DOCUMENT RESUME

ED 290 746 SP 029 876

TITLE	Guidelines for Secondary School Physical Education. A Position Paper. Revised 1986.
INSTITUTION	American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Sport and Physical Education.
REPORT NO	ISBN-0-88314-347-X
PUB DATE	86
NOTE	16p.
AVAILABLE FROM	AAHPERD Publications, P.O. Box 704, Waldorf, MD 20601 ($1.75).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Accreditation (Institutions); Class Size; *Curriculum Development; Health Education; *Physical Education; Physical Education Facilities; Physical Education Teachers; *Program Improvement; Safety; Scheduling; *Secondary Education; Student Evaluation

ABSTRACT

These guidelines are intended to provide direction for the development of a sound, comprehensive program of secondary school physical education. Position statements are set forth on the topics of: (1) goals of the instructional program; (2) the curriculum; (3) the teacher; (4) student health and safety; (5) scheduling, time allotment, and class size; (6) facilities, equipment and supplies; (7) measurement and evaluation; and (8) accreditation. Eleven publications produced by the American Alliance for Health, Physical Education, Recreation and Dance are listed. (JD)

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ED290746

Guidelines for Secondary School Physical Education,

a position paper
revised 1986

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This is a position paper by the
National Association for Sport
and Physical Education
An Association of the
American Alliance for Health, Physical
Education, Recreation, and Dance
1900 Association Drive
Reston, Virginia 22091

This NASPE position paper
has the support of the
National Association of
Secondary School Principals.

ISBN 0-88314-347-X

FOREWORD

In an increasingly complex, technologically advancing society, a most pressing need of students is to develop the skills and attitudes necessary for a productive and healthy quality of life. This publication focuses on the need for and the role of the physical educator in developing and implementing programs that prepare students to meet those challenges.

It is the physical educator's role to serve as an exemplary instructor and to plan and to provide physical education activities that are relevant to the knowledge, attitudes, and values of secondary school students. When physical educators succeed in helping students integrate what they learn with what they feel and with what they care about, they also succeed in making the school experience a meaningful one, and contribute to the student's appreciation and promotion of a healthy lifestyle.

GUIDELINES FOR SECONDARY SCHOOL PHYSICAL EDUCATION

These guidelines are intended to provide direction for the development of a sound, comprehensive program of secondary school physical education. These statements reflect the beliefs of the Secondary School Physical Education Council of the National Association for Sport and Physical Education.

The philosophy, content, and objectives presented here are meant to assist in planning, implementation and evaluation of exemplary secondary school physical education programs. The position set forth assumes that secondary school students have been involved in appropriate developmental learning experiences in elementary school physical education.

Position statements are set forth on the topics of:

GOALS OF THE INSTRUCTIONAL PROGRAM

The instructional program has as its foundation a common core of learning experiences for all students. These experiences should promote a balance of activities commonly grouped under the physical (fitness & wellness), motor (performance), cognitive, and affective domains. They should include performance objectives, sequential progression of activities, and prescribed evaluation procedures. Therefore, the goals of the Instructional Program should provide students with:

- A well managed instructional environment providing a physically and emotionally safe place to learn.
- Opportunities to develop and refine movement skills in a wide range of activities beyond the exposure level.
- Experiences that assist them in developing personal programs for gaining and maintaining a high level of physical health and enjoyment of movement activities.
- Knowledge of the scientific principles related to physical activity, exercise, and health.
- Experiences that help them understand the role of physical activity and sport in society.

THE CURRICULUM

The secondary school physical education curriculum should be planned to meet the following standards:

- Instructional activities should be selected to maximize the potential of achieving established program goals.
- Program activities should be sequenced to provide continuity and progression within each unit of instruction, as well as from unit to unit and year to year.
- Students should be introduced to a variety of physical activities to ensure that all students meet appropriate individualized performance standards in skills common to survival, work, and leisure pursuits.
- The curriculum should be structured to include a variety of fitness activities and to ensure that all students meet appropriate individualized health-related fitness standards.
- Students should have opportunities to develop intermediate and advanced skills in activities personally selected.
- Students should have opportunities to develop participation skills on a personal selective or elective basis in high adventure and high challenge activities.
- Students should receive guidance in developing self-direction and seeking personal meaning in conducting their individual lifelong physical activity programs.
- Secondary school physical education should be granted unit credit toward graduation on a basis comparable to other subject matter areas.
- Quality standards for credit in physical education should reflect the same quality as those established by local school boards or state departments of education for other areas of instruction.
- Schools should make certain that their offerings and procedures are consistent with the accrediting agency by which they are governed.

THE TEACHER

The physical education program in the secondary school should be taught by exemplary, certified physical education teachers. Teachers should:

- Serve as positive role models of personal health, fitness, skill, knowledge of curriculum and instruction, enjoyment of participating in physical activities, sportsmanship and sensitivity to student needs.
- Know and apply effective teaching techniques that promote high amounts of student time on task.
- Know and use various teaching methods and instructional strategies that personalize physical education classes and permit students to attain optimum personal growth.
- Structure equitable instruction, participation, and competition with regard to student age, gender, ability, interest, and physiological maturation.
- Demonstrate professional commitment through membership and involvement in professional organizations and other teacher development experiences.
- Be able to accomodate the needs of exceptional students who may be "mainstreamed" in regular physical education classes.
- Employ physical education as a means of promoting cultural diversity and multi-cultural understanding.
- Understand that the roles of physical education teacher and athletic coach are different and can detract from one another when unreasonable coaching responsibilities are assumed and when systems of teacher/coach accountability are not in place.

STUDENT HEALTH AND SAFETY

Since the health and safety of the individual should be paramount in every phase of physical education, it is essential that the following standards be met:

- The teacher should structure and supervise physical activities that ensure the safety of all students with consideration to readiness to learn, progression of skills, and facilities.
- The teacher should be informed regularly of medical problems that may affect the student's participation in physical activity.
- Clothing should be appropriate to the activity, and showering should be encouraged after participation in vigorous physical activity.
- The school should provide towels, soap, showers, and sanitary and secure dressing facilities with adequate maintenance.
- Supervision should be provided in the locker room to assure safety and orderliness.
- Each school system should have written policies and procedures for accident prevention, reporting, immediate first aid, and notification of parents or guardian in the event of an emergency.

SCHEDULING, TIME ALLOTMENT AND CLASS SIZE

Scheduling, time allotment and class size have a direct bearing on the health, safety, and extent of participation by students, on the type of activities that can be offered, and on expected student performance. The following standards should be met:

- A daily instructional period (or equivalent) of directed physical education should be provided for all secondary school students equal in length and class size to that found in the regular school pattern.
- The instructional program should be structured for maximum participation and for optimal achievement by all students.
- Schools on non-traditional schedules should provide physical education experiences for each pupil comparable in time to that allocated other school subject areas.
- Class sizes in physical education should not exceed those of other subjects in the curriculum.

FACILITIES, EQUIPMENT AND SUPPLIES

Facilities, equipment and supplies are of utmost importance in conducting a comprehensive program of physical education in the secondary school. The following standards are basic to all programs:

- Facilities, supplies and equipment should be provided for the instructional program in accordance with the needs, interests and number of students to be served. This includes adequate shower and locker room facilities.
- The physical education program should have enough equipment to provide each student with an opportunity to actively participate throughout the entire class period.
- Daily maintenance services of the gymnasium, locker room, swimming pool and showers, and regular upkeep of the outdoor physical education areas must be provided for the health, general welfare, safety, and performance of students.
- All equipment, supplies, and uniforms issued by the school should be periodically checked, reconditioned, and laundered to ensure proper sanitary conditions and maximum safety for students.
- In the planning of facilities, all staff members on the instructional level should be consulted to ensure the optimum functional value of the teaching stations. Careful planning is required so that ample and safe space allocations can be

made for a varied, comprehensive and evolving physical education program. The activities offered and the number of students served should determine the space requirements of the physical education activity areas.

- School and community facilities should be planned and used to supplement and complement each other in meeting the needs of the students and the community. Community recreation programs should be encouraged to utilize school facilities when school programs are not making use of various spaces. Cooperation between community and school administrators is necessary to assure the safety of participants and to provide adequate protection of facilities, equipment, and supplies.

MEASUREMENT AND EVALUATION

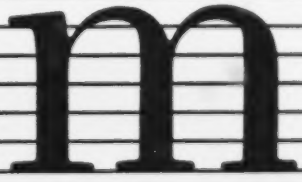
easurement involves the systematic collection of data. Evaluation is the process of interpreting data for individual students and the overall program. Achievement of course and program objectives should be measured and curricular decisions should be based on the evaluation of the information gathered. The recommendations listed below would insure that the process of measurement and evaluation is viewed as a means to help personalize knowledge, learning, and experience in physical education. The process of measurement and evaluation should be a means of helping students to further realize their potentials and to help educators redirect programs where necessary.

- Evaluation of students within the motor (performance), physical (fitness & wellness), cognitive, and affective domains should be based on valid, reliable, and objective measurement.
- Evaluation of students involves assessing their performance in relation to selected individualized expectations. Data used to assign grades should serve to facilitate learning.
- Evaluation of students' performance should serve as a guide to instructional planning.
- Evaluative criteria should not be related to normative values which are not concerned directly with changes in an individual's performance.
- Evaluation should be used as one means of interpreting the physical education program to students, school personnel, parents, and community.
- Evaluation of student performance, based on program goals, should serve as one indicator of quality of instruction.

ACCREDITATION

Schools should make certain that their offerings and procedures are consistent with the accrediting agency by which they are governed.

- Credit for each year of physical education in the secondary school should be granted for graduation on a basis comparable to other subject matter areas.
- Standards for credit in physical education for graduation should reflect the same quality as those established by local School Boards or State Departments of Education for other areas of instruction.



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SECONDARY SCHOOL PHYSICAL EDUCATION COUNCIL (1986)

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